

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL) MEETING

MINUTES April 19, 2004

Meeting Date and Location: April 19, 2004
Holiday Inn Richmond I-64
Richmond, Virginia

ABTEL Members Present:

Rene Ashjian	Margaret Shibley Gray	Suzanne Meyer
Cynthia Baird	Rebecca Hill	Dale Sander
Sharon Condrey	Mark Ingerson	James Scott
Ron Diss	Linda Kelly	Rená White
William Graves	Cheryl Lightfoot	

ABTEL Members Absent: Nancy Davenport
Judy Davis-Dorsey
Nancy Miller

Board of Education Liaison: Ella P. Ward

Ex-Officio Member: Toni Cleveland (Absent)
Kimberly Waid (for Gary Krapf)

Department of Education Staff: Thomas A. Elliott
JoAnne Y. Carver
Byrd G. Latham
Susan T. Noble
Patty S. Pitts

Guests: H. Douglas Cox, Department of Education
Betty Lambdin, Virginia Education Association
Connie Smith, Fairfax County Public Schools

FULL BOARD MEETING

Linda Kelly, chair of the Advisory Board on Teacher Education and Licensure, called the meeting to order at approximately 9 a.m. and welcomed members and guests.

APPROVAL OF AGENDA

James Scott made a motion to approve the agenda as presented. Dale Sander seconded the motion, and the motion was unanimously approved.

APPROVAL OF MINUTES

Dale Sander moved to approve the minutes of the March 15, 2004, advisory board meeting. James Scott seconded the motion, and the motion was unanimously approved.

DISCUSSION ITEMS:

Agenda Item A: Discussion on the Presentation on the Teacher Education Accreditation Council (TEAC) as an Option for Program Approval in Virginia

Linda Kelly led a follow-up discussion to the presentation on the Teacher Education Accreditation Council (TEAC) made by Dr. Frank B. Murray, president and executive director of TEAC; Dr. Leslie Willett, dean of graduate studies, Hollins College, and Dr. Sandra Cohen, director of teacher education, University of Virginia, at the March 15, 2004, ABTEL meeting. During the discussion, ABTEL members representing institutions of higher education were asked to give their opinions regarding TEAC as an option for program approval in Virginia. Dr. Ron Diss stated that it is important that colleges have an option to the National Council for Teacher Education (NCATE), particularly smaller colleges that feel NCATE has monopolized the market in this area. He stated that TEAC as an option would enable smaller institutions of higher education to do their work well.

Dr. Bill Graves added that large institutions also experience difficulties with NCATE, and said it appears that under the NCATE system all institutions have to follow the same process. TEAC acknowledges that institutions have different missions. Dr. Graves also added that as a dean, he must consider financial feasibility as a factor in the program approval process. He noted that he spent the equivalent of approximately \$350,000 on his university's most recent NCATE visit. Also, he indicated that the additional expense associated with reviews conducted by the Specialty Professional Associations (SPAs) detract from faculty and student scholarship funds. Dr. Graves is exploring other options. He stated that if the United States Department of Education (USDOE) has recognized TEAC as an accreditation body, Virginia should consider using TEAC as a third option for program approval. Dale Sander and Mark Ingerson concurred.

Rene Ashjian added that from a business perspective, TEAC would offer an opportunity to provide an alternative improvement process. Linda Kelly concurred with the discussion, particularly since the USDOE has recognized TEAC. However, she expressed a desire to hear from others who do not have high stakes in the accreditation process to provide more information regarding possible consequences that may result from approving the TEAC process.

Dr. Thomas A. Elliott, assistant superintendent, Division of Teacher Education and Licensure noted that historically the Board of Education's position for accreditation of teacher preparation programs in Virginia is an option for institutions of higher education. Institutions may ask the board directly to consider TEAC as an option. The Board of Education maintains the final authority in Virginia for accreditation and program approval. Dr. Ron Diss added that ABTEL's recommendation to accept TEAC would help the process. He said that the Teacher Education Committee would provide a recommendation to the full ABTEL later during the meeting.

Agenda Item B: Presentation on the Praxis I Test Score Review

By: Patty S. Pitts, Director of Professional Licensure, Division of Teacher Education and Licensure, Virginia Department of Education

Patty S. Pitts, director of professional licensure, Division of Teacher Education and Licensure provided an update on the Praxis I test score review requested by the Board of Education. In 1994, validation and standard-setting studies were conducted for Praxis I. In 1995, cut scores were established, and in 1998 Praxis I cut scores became official.

On April 2, 2004, a review of Praxis I test scores was conducted. Fourteen panelists, including Cynthia Baird, ABTEL representative, participated in the review. The panel consisted of individuals with five or fewer years of teaching experience and included nine teachers from various regions across the state, one career switcher, one human resource representative, two representatives from colleges and universities, and one observer from the Virginia Education Association.

Panel proceedings included a discussion of Virginia Standards of Learning and Praxis I Tests-at-A-Glance for reading, writing, and math. Each panelist was given a live test (rather than a validation test) to review. Based on the test review, the panel recommended to maintain current Board of Education scores for Praxis I, including established composite and SAT® alternative scores. (Note: Approximately 2,000 individuals passed Praxis I based on the composite score). The panel further recommended that a new validation and standard-setting study should be conducted for writing and math. Only six of the 14 panelists thought that another validation and standards setting study was necessary in the area of reading.

Results of the Praxis I test scores review will be shared with the Board of Education. However, it is not the intent of the Department of Education to render an opinion regarding the scores. The Board of Education will make the final decision regarding cut scores for Praxis I tests.

Agenda Item C: Presentation of Board of Education Action During Its Meeting on March 24, 2004

By: Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education

The following actions were taken by the Board of Education during its March 24, 2004, meeting:

1. Final Review of a Recommendation from the Advisory Board on Teacher Education and licensure Regarding the Establishment of a Qualifying Score on the SAT® as a Substitute Test for Praxis I

During its January 7, 2004, meeting the Board of Education approved the use of the SAT® as a substitute test for Praxis I. During its February 25, 2004, meeting, the board received for first review a recommendation from ABTEL regarding the establishment of a qualifying score on the SAT® as a substitute for Praxis I. At its March 24, 2004, meeting the Board of Education approved for final review ABTEL's revised recommendation that a score of 1100 on the SAT®, taken after April 1, 1995, with at least a 530 on the verbal and a 530 on the mathematics test or a score of 1000 on the SAT®, taken prior to April 1, 1995, with at least a 450 on the verbal and a 510 on the mathematics tests may be used as a substitute for Praxis I. The board may wish to review this recommendation again when the Praxis I Score Review Study is completed.

2. Final Review of Virginia's Definition of Alternate Route for Highly Qualified Teachers.

The Board of Education did not take action on this item at its March 24, 2004, meeting, due to the need for clarification from the USDOE. This item will be resubmitted to the board for consideration during its April 28th meeting.

Dr. Elliott noted that some teachers are confusing highly qualified with the need to take Praxis I and II. Also, if Praxis I and II are not taken and passed, elementary teachers in particular may be deemed highly qualified but not meet licensure requirements. Virginia's alternate route definition attempts to deem elementary teachers as highly qualified. However, the state's definition of highly qualified must be consistent with the USDOE definition. Possible solutions to be considered include extending the date to October 31 each year and offering additional Educational Testing Services (ETS) administrations of Praxis I and II tests.

Agenda Item D: The Mid-Atlantic Regional Teachers Project (MARTP) – Meritorious New Teacher Candidate Designation

By: Dr. Thomas A. Elliott

Dr. Thomas A. Elliott provided a summary of the Mid-Atlantic Regional Teachers Project (MARTP)- Meritorious New Teacher Candidate Designation. MARTP is a regional consortium initiated in 2000 by the Laboratory for Student Success (LSS) at Temple University, in

cooperation with the Council for Basic Education (CBE) and the Maryland State Department of Education.

The MARTP project team consists of the following entities: Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia, and New Jersey. Implementation of a Meritorious New Teacher Candidate Designation for graduates of approved teacher education programs was created to provide the following: 1) a symbol of excellence to be noted on the initial license of exceptionally well-prepared and high-performing new teachers; 2) awarding the first designation to MARTP graduates from approved teacher preparation programs in the spring of 2004; and, 3) new teachers who have met the rigorous criteria for this designation will be fully certified to teach in any of the cooperating states.

Teacher candidates who earn this designation will have demonstrated exemplary levels of performance at every stage of preparation. Criteria for obtaining the Meritorious New Teacher Candidate Designation were agreed upon by a committee with broad representation from schools of education, state departments of education, local districts, research organizations, and a teachers association. These criteria fall into three important categories: performance in the professional education program, evidence of content knowledge, and evidence of verbal skills. (Note: Currently, if no Praxis II scores are available for a content area, an individual is not eligible to receive this special designation).

The Meritorious New Teacher Candidate Designation in Virginia is a volunteer recognition available to graduates of approved programs effective spring 2004. Institutions interested in submitting recommendations to the Department of Education for graduates receiving this honor, should complete and return the application for the Meritorious New Teacher Candidate Designation with the application for a license on or after June 1, 2004, to Mrs. Patty S. Pitts, Director of Professional Licensure, Division of Teacher Education and Licensure. Questions regarding implementation of the program should be directed to Dr. Thomas A. Elliott, Assistant Superintendent of Teacher Education and Licensure or Dr. JoAnne Y. Carver, Director of Teacher Education.

During the discussion, it was noted that deans and directors of teacher education had not yet received SAT, GRE, and Praxis II upper quartile scores. These scores may be accessed at www.martp.com. Dr. Carver will forward scores to these individuals as soon as possible.

Agenda Item E: Evaluation Report on *The Great Virginia Teach-In: A Call to Teach*

By: Susan T. Noble, Associate Director, Office of Teacher Quality Enhancement, Division of Teacher Education and Licensure, Virginia Department of Education

Susan T. Noble, associate director, Office of Teacher Quality Enhancement, Division of Teacher Education and Licensure, reported that *The Great Virginia Teach-In: A Call to Teach*, held March 26-27, 2004, at the Richmond Convention Center, was very successful. Approximately 3,700 prospective teachers, representing 41 states were in attendance. Of the participating prospective teachers, 75 percent were from Virginia; 40 percent were highly qualified; 50 percent were aspiring teachers; and, ten percent were future teachers. A survey was sent to

participants after the Teach-In. Approximately 900 (29 percent) of participants were career switchers or potential career switchers. Most school divisions gave the Teach-In the highest rating of five. Comments from participants overall were very positive. Dr. Elliott expressed appreciation of ABTEL members who served as ambassadors that weekend. The Teach-In information will be placed on the Teacher Education and Licensure Web site.

STANDING COMMITTEE MEETINGS

The Teacher Education Committee and the Licensure Committee met from 10:45 a.m. to 12:15 p.m.

FULL BOARD RECONVENES

The full board reconvenes. Linda Kelly, ABTEL chair, presides.

Teacher Education Committee Report

Dr. Ron Diss presented the following report of the Teacher Education Committee:

- (1) The Teacher Education Committee recommends to ABTEL that the Virginia Reading Assessment (VRA) not be required for the following special education teachers:
 - a) Teachers of Early Childhood Special Education;
 - b) Speech-Language Pathologists; and,
 - c) Teachers of Students with Severe Disabilities.

The advisory board members approved the recommendation of the committee unanimously.

- (2) The Teacher Education Committee recommends that ABTEL approve the proposal that the Teacher Education Accreditation Council (TEAC) be accepted as an option for program approval of college and university teacher education programs, based on development of a Board of Education and TEAC partnership agreement to reflect at least the following essential program components:
 - a) Candidate performance in the program;
 - b) Student achievement;
 - c) Ease of reporting;
 - d) Individual program teaching area(s) review;
 - e) Orientation and training of reviewers; and,
 - f) Program review cycle.

The advisory board members approved the recommendation of the committee unanimously.

- (3) The Teacher Education Committee recommends that ABTEL approve the following recommendation for the Virginia Intermont College teacher preparation program:

Approval with stipulations – (The institution’s professional education unit has met the standards minimally, but significant weaknesses were identified and, as required, the institution has submitted a two-year plan of corrective action.)

- (4) The Teacher Education Committee recommends that ABTEL approve the following NCATE recommendations:

Accreditation at the Liberty University initial teacher preparation level and provisional accreditation at the advanced preparation level;

Continued accreditation with conditions for The College of William and Mary; and,

Continued accreditation of the following institutions:

Virginia Tech
George Mason University
Radford University
Longwood University.

- (5) The Teacher Education Committee recommends that ABTEL receive the report on the status of the teacher preparation program at Saint Paul’s College and the progress report on the implementation of the graduate teacher preparation program at Christopher Newport University.

The advisory board members approved the recommendation of the committee unanimously.

Licensure Committee Report

Dale Sander presented the report of the Licensure Committee. The Licensure Committee recommended that a validation and standard setting study be conducted for Praxis I Reading, Writing, and Math.

The advisory board members approved the recommendation of the committee unanimously.

The 2003-2004 ABTEL Report to the Board of Education will be developed based on ABTEL’s actions and presented by the chair at the board’s May 26, 2004, meeting. Each member of the Executive Committee is invited to attend the presentation. Any other member who would like to

attend are asked to notify Dr. Elliott by May 1, 2004, to ensure that they are recognized at the meeting.

LIAISON REPORTS

The Virginia Community College System (VCCS)

No report was provided.

The State Council of Higher Education for Virginia (SCHEV)

Dr. Kimberly B. Waid, associate for academic affairs, SCHEV, reported on behalf of Dr. Gary Krapf. Dr. Waid reported that SCHEV is supporting the following initiatives:

1. Gear Up Program: This project focuses on 16 high-poverty schools in Virginia to raise expectations for student's academic success and increase high school graduation and college attendance rates. The program serves 3,519 students from low-income families. Regional Gear Up representatives will meet later this month to discuss the promotion of the Virginia Mentor/National Education Loan Network (Nelnet) partnership.
2. Virginia Mentor Online: This Web-based system is intended to provide students and families with information and tools necessary to help them make informed decisions about higher education opportunities in Virginia. Nelnet (a provider of student loan services) will sponsor this initiative over the next five years.
3. Senior Year Plus: This Governor's initiative is a program to encourage seniors in high school to complete their diploma while also earning 15 general education credits, resulting in a more productive senior year experience and less college tuition for parents.
4. Nursing Study: This study parallels the supply and demand issues in education and will result in development of a strategic plan to ensure an adequate supply of nurses.

Department of Education

Dr. Elliott apprised the advisory board of the following Division of Teacher Education and Licensure responsibilities from the 2004 Legislative Session:

HB 1171, Effective July 1, 2004, directs local school boards to survey annually in December their respective divisions to identify critical shortages of teachers and administrative personnel by subject matter, and **report such critical shortages to the Superintendent of Public Instruction and the Virginia Retirement System (VRS). DOE shall report to the General Assembly on the critical teaching shortage areas in Virginia. Coordination with VRS is required.**

HB 573, Effective July 1, 2004, requires the Board of Education's ***Licensure Regulations for School Personnel*** to require that, on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the Board, be contingent upon **passage of the School Leaders Licensure Assessment**.

HB 1048, Effective July 1, 2004, restricts the conditions of issuance of three-year local eligibility licenses to teacher candidates by local school boards to subjects that do not represent core academic areas as defined by NCLB or special education.

SB 145, Effective July 1, 2004, requires the Board of Education's ***Licensure Regulations for School Personnel*** to provide for Board action to suspend or revoke a teacher's license under certain circumstances.

HJ 123, Report due first day of 2005 General Assembly Session, requests the Board of Education to review its regulations, as may be necessary, to incorporate an alternative licensure route for principals and assistant principals. In conducting such review, the Board shall explore alternative routes that recognize the various and particular skills required for the particular functions of such positions as well as potential alternative sources of training for such licensure and present any recommendations regarding the implementation of such routes to the Commonwealth. **The Board shall submit to the Division of Legislative Automated Systems (DLAS) an executive summary and report of its progress in meeting the request of this resolution no later than the first day of the 2005 Regular Session of the General Assembly.**

HJ 124, Effective July 1, 2004, Continues the Commission to Review, Study, and Reform Educational Leadership. **The Secretary of Education, the President of the Board of Education, the Superintendent of Public Instruction, the Director of SCHEV or their designees, the Executive Director of CEPI VCU, the Virginia Teacher of the Year, the three Virginia Principals of the Year for 2002, representing the elementary, middle, and high school levels, and the Virginia Superintendent of the Year 2002, shall serve ex officio with full voting privileges.**

Other Reports/Comments:

Cynthia Baird, 2001 Milken Educator Award recipient, reported on the success of the Teachers of Promise (TOP) Institute that was held March 19-20, 2004, at James Madison University. The institute afforded 111 students preparing to become teachers the opportunity to participate in an inspiring and enriching experience with exemplary teachers across the state. Students and faculty from 36 of Virginia's 37 approved teacher education programs were represented at this event.

Ms. Baird noted that the highlight of the institute occurred during the opening banquet ceremonies when students were pinned as a "Teacher of Promise." The event's success was further punctuated by outstanding presentations from Dr. Jo Lynne DeMary, state superintendent of public instruction, Dr. Betsy Rogers, 2003 National Teacher of the Year, and B. Philip Bigler,

1989 National Teacher of the Year, 1989 Virginia Teacher of the Year, and 1999 Milken Educator Award recipient, and by Milken Educators and selected Virginia State and Regional Teachers of the Year who conducted more than a dozen interactive sessions designed to prepare prospective teachers for entry into the profession. The institute was planned and implemented by Department of Education personnel, members of the Virginia Milken Educator Network (VMEN), and selected Virginia State and Regional Teachers of the Year.

Linda Kelly expressed appreciation to James Scott for facilitating her efforts to obtain the following door prizes in the amount of \$500 from the Southwest Virginia Consortium: a digital camera, including photo quality printing paper, an album, and an additional memory disk for the camera (\$315); three gift certificates in the amount of \$50 each and one gift certificate for \$35. Dr. Thomas A. Elliott also expressed his appreciation to James Scott for his support of this activity.

Dr. Elliott announced the following dates for future ABTEL meetings:

Monday, September 20, 2004
Monday, November 15, 2004
Monday, January 24, 2005
Monday, March 21, 2005
Monday, April 18, 2005.

ADJOURNMENT

The Advisory Board on Teacher Education and Licensure meeting adjourned at 2:25 p.m.